



State of Wisconsin
Department of Public Instruction
Elizabeth Burmaster, State Superintendent

*** NEWS RELEASE ***

FOR IMMEDIATE RELEASE

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Schools receive preliminary progress reports

MADISON—The Department of Public Instruction sent preliminary notification to schools and school districts that missed adequate yearly progress (AYP) targets under federal and state accountability requirements as part of its annual review of school progress.

The review showed that 156 schools and four districts missed one or more of four AYP objectives. Fifty-six schools and one district have been identified for improvement for missing the same AYP objective for two or more years. Forty of the schools that are identified for improvement receive Title I funding and are subject to sanctions under the No Child Left Behind (NCLB) law.

For the 2007-08 school year, the proficiency targets for reading and mathematics increased as they progress incrementally toward NCLB's requirement that all students be proficient by 2014. To meet AYP for 2007-08, schools and districts are required to have

- a proficiency index of 74.0 percent in reading and 58.0 percent in mathematics.
- 95 percent of their enrolled students participating in statewide reading and mathematics assessments.
- a high school graduation rate of at least 80 percent and elementary and middle school attendance rates of at least 85 percent, or show growth from the prior year on these other academic indicators.

Wisconsin's AYP formula meets federal requirements as approved by the U.S. Department of Education. The AYP testing objectives apply to all students and to subgroups of students by racial/ethnic groups, students with disabilities, English-language learners, and economically disadvantaged students. State assessments used in the review, administered during the 2007-08 school year, include the *Wisconsin Knowledge and Concepts Examinations* (WKCE) and the *Wisconsin Alternate Assessment for Students with Disabilities*. Schools administered the WKCE with accommodations for students who are in the early stages of learning English.

(more)

“I am working nationally and with Wisconsin’s congressional delegation to promote changes to the federal education law as part of its reauthorization to ensure that accountability requirements contained in No Child Left Behind truly help states close the achievement gap and improve education for all students,” said State Superintendent Elizabeth Burmaster.

Of the 56 schools identified for improvement because they missed the same AYP indicator for two or more years, 21 were identified for more than one AYP objective. Most are middle schools or high schools. Just six schools were identified for test participation, down from nine last year and a high of 18 in 2004-05. Twelve schools were identified for their graduation or school attendance rates. Thirty-three schools were identified for reading, and 35 schools for mathematics.

Schools identified for improvement that receive Title I funding are subject to sanctions that escalate based on the number of years a school is identified for improvement. Those sanctions range from allowing parents to send their children to a higher-performing school in the district, to providing tutoring services to eligible socio-economically disadvantaged students, writing and implementing a school improvement plan, or restructuring the school. Schools and districts have until July 7 to submit appeals and requests for reconsideration of their progress reports.

In addition to identifying schools for improvement, Wisconsin’s annual review notifies schools and districts that have missed AYP for one or more objectives for a single year. For the 2007-08 review, 44 schools and one district already were identified for improvement last year. Of the 156 schools that missed AYP for 2007-08, 97 missed the reading objective, 101 missed for mathematics, 26 missed the graduation or attendance indicator, and 18 missed for test participation. If schools or districts miss the same objective for a second year, they become a school or district identified for improvement.

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NOTES: This news release is available electronically at http://dpi.wi.gov/eis/pdf/dpi2008_95.pdf.

An explanation of adequate yearly progress and provisions of the federal No Child Left Behind Act is attached. Further information on the criteria used to determine adequate yearly progress is available at <http://dpi.wi.gov/oea/acct/ayp.html>.

Schools and school districts have until July 7 to correct data errors that affect identified for improvement or AYP status. Preliminary lists of *Wisconsin Schools and Districts Identified for Improvement for School Year 2007-08* and *Wisconsin Schools and Districts that Missed Adequate Yearly Progress for School Year 2007-08* are available at <http://www2.dpi.state.wi.us/sifi/default.asp>.



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An AYP Primer

Adequate yearly progress (AYP) is one provision in the Elementary and Secondary Education Act (ESEA), federal laws that govern education, first enacted in 1965 and reauthorized in 2001 as the *No Child Left Behind* (NCLB) Act. The act encompasses 45 federal programs that distribute more than \$22 billion in education funding to the states. All school districts in Wisconsin receive some federal funding under ESEA.

NCLB Requirements

Title I, which recognizes the historical link between poverty and low achievement, is the largest of the ESEA programs. School districts receive Title I funding based on the number of children ages 5-17 living in poverty and target funding to their neediest schools. Of the state's more than 2,200 schools, more than 1,100 share about \$199 million in federal Title I funding to supplement educational opportunities for children who live in high poverty areas: 745 for targeted assistance programs and 388 as school-wide schools.

Because the state receives and distributes Title I funds, it is subject to Title I requirements. AYP is one of the requirements of the Title I accountability system. State-level Title I requirements are

- Implement a statewide accountability system that ensures all students will be proficient or better in reading and mathematics by 2013-14.
- Test all students in reading and mathematics in grades 3–8, and once in high school. Test students in science at least once in grades 3-5, 6-8, and 9-12.
- Establish AYP objective targets (see table) that all schools and districts must reach each year.
- Measure and report on the progress of all students and for student groups based on racial/ethnic groups and English proficiency, disability, and income status.
- Identify schools that did not make AYP for all students or any subgroup of students for two or more consecutive years.
- Require all teachers teaching “core academic subjects” to be highly qualified. Core academic subjects under ESEA are English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.
- Develop a state report card with specific reporting elements prescribed in the law.

How Does AYP Work?

Under ESEA, all Wisconsin school districts and individual schools within each district must meet the state's four AYP objectives each year. The first two objectives, based on Wisconsin's statewide standardized tests in reading and mathematics, have proficiency targets that move progressively from the starting point to 100 percent proficient by 2014. The U.S. Department of Education (USED) approved Wisconsin's progressive targets for reading and mathematics proficiency, with the early years used to develop and implement state and local support efforts to improve student achievement.

Adequate Yearly Progress Proficiency Index

Annual Measurable Objectives (AMO)

		Reading	Mathematics
Starting Point	2001-02	61.0%	37.0%
	2002-03	61.0%	37.0%
	2003-04	61.0%	37.0%
Intermediate Goal (New 3-8 tests begin)	2004-05	67.5%	47.5%
	2005-06	67.5%	47.5%
	2006-07	67.5%	47.5%
Intermediate Goal	2007-08	74.0%	58.0%
	2008-09	74.0%	58.0%
	2009-10	74.0%	58.0%
Intermediate Goal	2010-11	80.5%	68.5%
Intermediate Goal	2011-12	87.0%	79.0%
Intermediate Goal	2012-13	93.5%	89.5%
Goal: All Proficient	2013-14	100%	100%

Since the 2005-06 school year, schools and districts in Wisconsin have been evaluated in reading and mathematics using a Proficiency Index, which awards 1.0 point for all students scoring in the proficient and advanced categories and 0.5 points for all scores in the basic category. In addition to having a reading and mathematics Proficiency Index of 74 percent in reading and 58 percent in mathematics for 2008-2010, the other AYP objectives in the annual review expect schools and districts to have

- 95 percent of their enrolled students participating in statewide reading and mathematics assessments, which include the *Wisconsin Knowledge and Concepts Examinations* (WKCE) and the *Wisconsin Alternate Assessment for Students with Disabilities* (WAA-SwD).
- a high school graduation rate of at least 80 percent, and elementary and middle school attendance rates of at least 85 percent, or show growth from the prior year on these indicators.

The four AYP objectives apply to all students as well as to subgroups of students of a sufficient size. Schools that miss the same AYP objective for one or more student groups for two consecutive years are identified for improvement and may face federal sanctions if they receive Title I funds.

Wisconsin's accountability plan has additional *Safe Harbor* provisions for schools that do not meet the reading or mathematics objectives. These districts and schools must reduce by 10 percent the number of students scoring in the basic or minimal performance categories or the inverse of their Proficiency Index (100 minus their Proficiency Index) on statewide reading and mathematics tests and reach the goal for the other academic indicator (graduation, attendance or science proficiency) for *Safe Harbor*.

Applying the AYP Formula

The Department of Public Instruction (DPI) applies USED-approved statistical procedures to ensure decision consistency in reviewing AYP and in identifying schools and districts for improvement. Student proficiency is based on the achievement of students enrolled for the full academic year (FAY). District accountability is divided into grade spans. A district must miss the same AYP target across elementary, middle, and high school for two consecutive years to be found in need of improvement. To increase reliability of AYP decisions, calculations used for accountability purposes differ from those used for general public reporting of state test data such as the Wisconsin Information Network for Successful Schools (WINSS).

Although only schools receiving Title I funding are subject to ESEA sanctions, all schools identified for improvement have access to consultation and technical assistance to improve student achievement. Schools receiving Title I funds are subject to sanctions that range from writing and implementing a school improvement plan to restructuring of the school.

A school identified for improvement at Level 1 (two years of missing AYP on the same indicator) must begin a school improvement process that includes writing a school improvement plan. In addition, the school must offer parents the opportunity to send their child to another higher-performing school in the district. The subsequent years of school and district improvement are described in *Wisconsin Public Schools – Levels of Accountability*, available on the DPI website at <http://dpi.wi.gov/oea/doc/sifilevels.doc>.

Additional ESEA/NCLB Resources

Wisconsin Department of Public Instruction

Adequate Yearly Progress (AYP) — <http://dpi.wi.gov/oea/acct/ayp.html>

The Elementary and Secondary Education Act in Wisconsin: Background and Overview — <http://dpi.wi.gov/esea/background.html>

Office of Educational Accountability — <http://dpi.wi.gov/oea>

Wisconsin Information Network for Successful Schools (WINSS) — <http://dpi.wi.gov/sig/index.html>

U.S. Department of Education <http://www.ed.gov>